



## Part 1:

# Understanding and Interpreting Your Scores

Applicable to all certificate areas, **Part 1: Understanding and Interpreting Your Scores** is designed to help you understand the scoring process related to the National Board's Standards-based assessment. You will learn about National Board assessors—how they are trained and how they determine scores. You will learn how to interpret your score report and make informed decisions about whether to retake any of your portfolio entries or assessment center exercises. **Part 1** also outlines the grounds for filing an appeal of your scores.

### Contents:

- How the Five Core Propositions and the Standards Inform the Assessment and the Scoring Process
- Interpreting Your Scores
- Moving Forward with Your Scores

## How the Five Core Propositions and the Standards Inform the Assessments and the Scoring Process

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### What Are the Five Core Propositions?

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The Standards and the assessments for all certificate areas are founded on the following Five Core Propositions that clearly state the commitment, knowledge, skills and dispositions demonstrated by National Board Certified Teachers® (NBCTs®):

1. **Teachers are committed to students and their learning.** NBCTs believe all students can learn. They recognize the individual differences that distinguish their students from one another, and they take account of these differences in their practice while treating students equitably. NBCTs understand how students develop and learn and are dedicated to making knowledge accessible to all students.
2. **Teachers know the subjects they teach and how to teach those subjects to students.** NBCTs have mastery over the subjects they teach and have skill and experience in teaching them. They are able to use diverse instructional strategies to teach for understanding.
3. **Teachers are responsible for managing and monitoring student learning.** NBCTs know how to engage students to ensure a disciplined learning environment. They move fluently through a range of instructional techniques, keeping students motivated and focused. NBCTs know how to assess the progress of individual students as well as that of the class as a whole.
4. **Teachers think systematically about their practice and learn from experience.** NBCTs model what it means to be an educated person: They read, they question, they create, and they are willing to try new things. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
5. **Teachers are members of learning communities.** NBCTs collaborate with others to improve student learning. They actively know how to seek and build partnerships with community groups and businesses. They also know how to work collaboratively with parents to engage them productively in the work of the school.

## What Are the Standards?

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NBPTS Standards for each certificate area represent a professional consensus on the unique aspects of practice that distinguish accomplished teachers in that field. Cast in terms of actions that teachers take to advance student learning, These Standards are grounded philosophically in the Five Core Propositions. Each Standards document is developed by a national committee that is broadly representative of accomplished professionals in that fields—primarily practicing classroom teachers. Other members are typically professors, experts in child development, teacher-educators, and other professionals.

### The Role of the National Board Standards

The Standards for each certificate area are the sole basis for the assessment specifications that frame the portfolio entries and assessment center exercises. The National Board develops Standards-based assessments and awards certification to teachers who demonstrate an accomplished level of knowledge and practice in relation to the Standards for each certificate area.

You are encouraged to read your certificate-specific Standards, available online at [www.nbpts.org](http://www.nbpts.org), to prepare for your National Board assessment.

### How Assessors Use the Standards

The assessors evaluate and score your responses through the lens of the rubrics, which are derived from the Standards. As assessors identify the evidence in your responses, they are trained to judge your performance solely on the basis of the criteria established by the Standards and embodied in the rubrics.

Each of your responses is scored holistically, in that an assessor must look at the response as a total work and award a score based on the best overall match with a level of the rubrics. To learn more about the National Board's use of holistic scoring, see

**Part 2: Understanding and Applying the Scoring Criteria.**

It is important to note that the National Board does not advocate any one particular approach to teaching. However, all candidates who achieve National Board Certification show evidence of strong analytical skills and ongoing reflection in their teaching practice.

The training process for assessors is rigorous, and it includes a qualifying step in which potential assessors must demonstrate their ability to evaluate your responses fairly, using the Standards and rubrics as their criteria.

The Standards also serve as the basis for the following materials used in the scoring process:

- The instructions for each entry and exercise.
- The *Evaluation of Evidence Guide* for each portfolio entry. These guides provide a framework for assessors when scoring portfolio entries. You may access the *Evaluation of Evidence* guides at [www.nbpts.org](http://www.nbpts.org).
- The scoring rubrics for each entry and exercise. The rubrics describe the characteristics of performances at four major levels.
- The benchmarks for each entry and exercise. These actual candidate performances are selected to demonstrate the characteristics described in each level of the rubrics.

## Who Are the Assessors?

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### Assessor Training

The assessors are teachers in your certificate area who have successfully completed an intensive training program rooted in the National Board's Standards and scoring guidelines. Measurement experts rate National Board assessor reliability among the highest reported for such a complex performance assessment, which is a direct result of the focused and rigorous training National Board assessors undergo.

The training regimen begins with a careful review of the instructions for the particular entry or exercise. After understanding what candidates are asked to do, assessors focus on the Standards, and then examine the rubric and benchmarks.

Assessors are then trained to recognize performances at each rubric level. For this purpose, trainers present responses that expert assessors have previously scored and awarded true scores. Assessors then independently score these cases. After each training session, trainers collect and log assessors' scores, announce the overall results to the group, and lead a group discussion to calibrate assessors to award scores to the appropriate rubric levels.

Through this process of training, practice, and discussion, assessors must demonstrate the ability to apply the rubric fairly and accurately. Trainers evaluate the assessors' work on the practice cases. Those who meet the qualifying criteria move on to scoring candidates' performances. Those assessors who successfully complete the training receive additional instruction and are monitored carefully throughout the scoring process.

**Bias-Prevention Training**

National Board assessors are trained to recognize and minimize factors that might cause bias in scoring decisions. Bias-prevention training includes assessors participating in exercises and group discussions that highlight issues such as potential personal biases, professional preferences about teaching practices, and stylistic biases. Throughout the training process, assessors are reminded that scoring is about the evidence presented in the candidates' submissions and responses. They are aware of the effort and commitment involved in this assessment and of the high stakes for candidates. With this in mind, assessors strive to score candidates' entries and assessment center exercises based solely on the evidence submitted.

The National Board for Professional Teaching Standards® is dedicated to continually evaluating its assessments and the assessment process. Before an assessment becomes nationally available to candidates, the National Board conducts extensive trials in which portfolio entries and assessment center exercises are completed and scored. This process supports the National Board's commitment to developing, administering, and scoring assessments in a manner that is reliable, accurate, and fair.

## Interpreting Your Scores

The National Board scores all portfolio entries and assessment center exercises using its 12-point **score scale**. The score scale is based on four primary **levels of performance** (Levels 4, 3, 2, and 1), with plus (+) and minus (-) variations at each level. The assigned scores correlate to the performance standard for National Board Certification as follows:

- The highest assigned score for an entry or assessment center exercise is 4.25 (4+).
- The lowest assigned score for an entry or assessment center exercise is 0.75 (1-).
- Level 4 or Level 3 performances represent accomplished teaching practice.
- Level 2 or Level 1 performances represent less-than-accomplished teaching practice.
- A Level 4 or Level 3 performance is not required for each entry and exercise. An accomplished performance on one may compensate for a less-than-accomplished performance elsewhere.
- A Total Weighted Scaled Score that equals or exceeds 275 points is required to achieve National Board Certification. You must have 10 scores, regardless of your Total Weighted Scaled Score, to achieve National Board Certification.

Assessors adhere to the scoring rubrics that describe the characteristics of the four levels of performance to score your four portfolio entries and six assessment center exercises. Each level of the rubric summarizes the quality of evidence, as shown in the table below. By reading the overarching statement for each level of the rubric, you can see the gradations between responses that meet the National Board performance standard and those that do not. To review the rubrics for your certificate area, refer to the *Scoring Guide for Candidates*, **Part 2: Understanding and Applying the Scoring Criteria**.

Rubric Levels	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

## Accessing Your Score Report

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Your official score report is available to you only through a password-protected online service, the National Board Registration & Information Center (NBRIC). You may access this service by visiting *My Profile* on the NBPTS Web site ([www.nbpts.org/for\\_candidates/my\\_profile](http://www.nbpts.org/for_candidates/my_profile)).

NBPTS will release scores no later than December 31 each year. The actual score release date will be posted on this site.

Your complete score report consists of two parts:

- A notification letter that informs you of your certification status.
- A score profile that identifies the raw score and weighted scaled score you received for each entry and exercise, as well as the Total Weighted Scaled Score you received.

You can print your complete score report or any individual part of it as many times as you wish.

Please verify that all of the personal information found in your score report notification letter is correct. If your personal information has changed, please update it on the NBPTS Web site by visiting *My Profile*.

If your score report lists the wrong certificate area, please call 1-800-22TEACH® immediately.

## Understanding Your Score Report

When you access your score report, you will see the link "View a More Detailed Scoring Explanation," which provides information about how the individual raw exercise scores are converted to weighted scaled scores. You will also find information about the Total Weighted Scaled Score needed to achieve National Board Certification.

After you access your score report, please refer to the Adolescence and Young Adulthood/Mathematics sample score profile below to understand your report. The sample score profile lists the raw scores as examples for the portfolio entries and assessment center exercises; it illustrates how the raw scores are weighted and converted into a final score; and it indicates which entries or exercises are eligible to be retaken if the Total Weighted Scaled Score does not meet the National Board performance standard for certification.

<div>These are the raw scores received on each entry and exercise.</div> <div>The weight is multiplied by the raw exercise score to obtain the weighted scaled score.</div>			
Entry or Exercise Name	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES × W)
Dev and Assess Math Think and Reason	3.000	16.000	48.00
Instr Analysis Whole Class Math Discourse	* 2.375	16.000	38.00
Instr Analysis Small Group Math Collab	* 2.625	16.000	42.00
Doc Accom: Contrib to Student Learning	* 2.500	12.000	30.00
Algebra and Functions I	2.750	6.670	18.34
Connections I	3.000	6.670	20.01
Data Analysis I	* 2.375	6.670	15.84
Geometry I	* 1.375	6.670	9.17
Number and Operation Sense I	* 1.750	6.670	11.67
Technology and Manipulatives I	3.375	6.670	22.51
Sum of Scaled Scores			256
Uniform Constant			12
TOTAL WEIGHTED SCALED SCORE			268
<div>Key</div> <ul style="list-style-type: none"> <li>• RES numbers for portfolio entries link to specific scoring detail.</li> <li>• * indicates retake is possible.</li> </ul> <div>PRINT THIS REPORT</div> <div>PRINT FULL SCORE REPORT</div>			

The first four titles on the score report correspond to the four portfolio entries.

The bottom six titles correspond to the six assessment center exercises.

All entries and exercises marked with asterisks are eligible for retake.

A uniform constant of 12 points is added to the sum of the weighted scaled scores to produce the Total Weighted Scaled Score. You must earn a Total Weighted Scaled Score of at least 275 points to achieve National Board Certification.



### **“0” and “NS” Score Designations**

If the space for a score on a portfolio entry or assessment center exercise displays a “0” (zero) notation, this means that one of the following applies:

- You did not submit the portfolio entry envelope.
- You did not attempt the assessment center exercise.
- You did not submit the attestation form.

If the space for a score on a portfolio entry or assessment center exercise displays the “NS” (not scored or not scorable) notation, this means that a) you did not submit required critical components for the portfolio entry; b) required elements of your response(s) to assessment center exercises are missing; or c) your submitted portfolio entry or assessment center exercise response did not conform to the requirements. Here are some examples:

- Your entry envelope contained none of the critical components the entry required.
- You did not submit a major piece of evidence, such as the Written Commentary, the student work samples, or the video recording, in the envelope provided.
- Your submission revealed that you taught students who did not fall within the defined age parameters.
- Your submission had content that did not fall within the scope of your selected certificate.
- You were not visible in the submitted video recording.
- You did not submit a current government-issued form of photo identification that could be used to verify your identity in the submitted video recording.
- Your video recording was not viewable or audible.
- Your submission (for certificates besides World Languages Other Than English) contained student work and/or video-recorded footage that required assessors to have fluency in a language other than English (or Spanish, in certificates that allow Spanish submissions), or it contained significant explanations or translations.
- Your video recording had been deliberately and egregiously edited.
- You did not provide an English-language translation for Spanish Language Option submissions.

For detailed information on preparing, developing, and submitting your portfolio entries, consult your certificate-specific *Portfolio Instructions*. Information pertaining to assessment center exercises can be found in the *Assessment Center Policy and Guidelines*. Both of these publications are available online at **[www.nbpts.org](http://www.nbpts.org)**.

## Key Aspects of the Scoring Process

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Various controls are built into the National Board's scoring system to ensure that the scoring process is reliable, accurate, and fair. Following is a description of key aspects of the scoring process.

**Performances are scored independently.**

Each performance (a portfolio entry or assessment center exercise) is scored independently. One or more qualified assessors score each entry and exercise. If two scores for a response differ by more than 1.25 points, the trainer of the assessors provides the third score.

**Scores are averaged together.**

In cases where two scores are assigned, they are averaged. When the trainer evaluates the performance and awards a third score, the trainer's score will be the assigned score.

## Evaluating Your Performance

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You can use the information provided on the following pages to help you evaluate your results and decide how to move forward as a National Board candidate.

Each rubric level is represented by a range of scores. You can match your score to the appropriate level to identify possible performances for your portfolio entries and assessment center exercises.

The table below lists the rubric level, score ranges, and associated quality of evidence:

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

To understand how to potentially strengthen your retake entry or assessment center exercise, read the Level 4 and Level 3 rubrics. These rubric levels state the qualities of evidence needed to meet the performance standard for accomplished teaching. Using the language of these two rubric levels, ask yourself what evidence you must provide to demonstrate that your entry or exercise meets the performance standard.

### **Evaluating Your Portfolio Entry Performance**

To understand your performance on each of your portfolio entries, refer to the tables beginning on the following page of this section. These tables illustrate the connection between your assigned scores and the quality of evidence correlating to each performance level. Each table contains information that you can use to review your performance and identify both your strengths and weaknesses.




You may use the score ranges to evaluate your performance on the three types of portfolio entries:

- *Student Work-based*: the classroom-based entry with accompanying student work
- *Video-based*: the two entries featuring video-recorded interactions between teacher and students
- *Documented Accomplishments*: the entry documenting candidates' accomplishments outside the classroom

The NBPTS Web site provides additional documents to assist you in the process of evaluating your performance on portfolio entries. One such document is the *Evaluation of Evidence Guide*. Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence candidates have submitted.

**Portfolio Entry Score Range: 3.75–4.25**




If your score on any of the three types of portfolio entries is within **3.75 and 4.25**, this signifies that your performance has characteristics of the **Level 4** performance. You have engaged in teaching and learning activities that exceeded the Standards for the entry, and you submitted **clear, consistent, and convincing** evidence overall of having done so.

<p><b>Student Work–based</b></p> 	<p><b>You provided clear, consistent, and convincing evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you modified your instructional strategies in order to meet the needs of the students (as demonstrated through the student work samples, taken with your Written Commentary).</li> <li>you gave the students meaningful feedback.</li> <li>you were able to analyze the work of these students as individual learners.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.</li> </ul>
<p><b>Video-based</b></p> 	<p><b>You provided clear, consistent, and convincing evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you have created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, taken with your Written Commentary).</li> <li>you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching.</li> <li>you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.</li> </ul>
<p><b>Documented Accomplishments</b></p> 	<p><b>You provided clear, consistent, and convincing evidence to:</b></p> <ul style="list-style-type: none"> <li>describe the nature of each activity or accomplishment accurately.</li> <li>describe the significance of each activity or accomplishment.</li> <li>show the impact of each activity or accomplishment on student learning.</li> </ul>

**Portfolio Entry Score Range: 2.75–3.74**

If your score on any of the three types of portfolio entries is within **3.26 and 3.74**, this signifies that your performance has characteristics of the **Level 4** and **Level 3** performances. While you may have engaged in teaching and learning activities that exceeded the Standards for the entry, and submitted some clear, consistent and convincing evidence, the preponderance of the evidence is that of a Level 3 performance; that is, the entry contains *clear* evidence of having met the Standards.

If your score on any of the three types of portfolio entries is within **2.75 and 3.25**, this signifies that your performance has characteristics of the **Level 3** performance. You have engaged in teaching and learning activities that met the Standards for the entry, and you submitted *clear* evidence overall of having done so.




<p><b>Student Work–based</b></p> 	<p><b>You provided clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you modified your instructional strategies in order to meet the needs of the students (as demonstrated through the student work samples, taken with your Written Commentary).</li> <li>you gave the students meaningful feedback.</li> <li>you were able to analyze the work of these students as individual learners.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.</li> </ul>
<p><b>Video-based</b></p> 	<p><b>You provided clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you have created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, taken with your Written Commentary).</li> <li>you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching.</li> <li>you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.</li> </ul>
<p><b>Documented Accomplishments</b></p> 	<p><b>You provided clear evidence to:</b></p> <ul style="list-style-type: none"> <li>describe the nature of each activity or accomplishment accurately.</li> <li>describe the significance of each activity or accomplishment.</li> <li>show the impact of each activity or accomplishment on student learning.</li> </ul>

**Portfolio Entry Score Range: 1.75–2.74**

If your score on any of the three types of portfolio entries is within **2.26** and **2.74**, this signifies that your performance has characteristics of the **Level 3** and **Level 2** performances. While you may have engaged in teaching and learning activities that met the Standards for the entry, and submitted some clear evidence, the preponderance of the evidence is that of a Level 2 performance; that is, the entry contains **limited** evidence of having met the Standards.

If your score on any of the three types of portfolio entries is within **1.75** and **2.25**, this signifies that your performance has characteristics of the **Level 2** performance. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, you submitted **limited** evidence overall of having done so.

You may wish to evaluate the following evidence to identify which of the entry areas you can strengthen. Use the table below in conjunction with the entry instructions and the Standards to help you focus on improving your performance.




<p><b>Student Work–based</b></p> 	<p><b>You may need to provide clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you modified your instructional strategies in order to meet the needs of the students (as demonstrated through the student work samples, taken with your Written Commentary).</li> <li>you gave the students meaningful feedback.</li> <li>you were able to analyze the work of these students as individual learners.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.</li> </ul>
<p><b>Video-based</b></p> 	<p><b>You may need to provide clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you have created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, taken with your Written Commentary).</li> <li>you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching.</li> <li>you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.</li> </ul>
<p><b>Documented Accomplishments</b></p> 	<p><b>You may need to provide clear evidence to:</b></p> <ul style="list-style-type: none"> <li>describe the nature of each activity or accomplishment accurately.</li> <li>describe the significance of each activity or accomplishment.</li> <li>show the impact of each activity or accomplishment on student learning.</li> </ul> <p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>Have you engaged in other activities or accomplishments that might have better fulfilled the requirements of the entry?</li> <li>How well does your Reflective Summary explain the significance of your evidence and convey to the assessor the importance of your work in this area?</li> </ul>

**Portfolio Entry Score Range: 0.75-1.74**

If your score on any of the three types of portfolio entries falls within **1.26 and 1.74**, this signifies that your performance has characteristics of the **Level 2** and **Level 1** performances. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, the preponderance of the evidence is that of a Level 1 performance; that is, the entry contains **little or no** evidence of having met the Standards.

If your score on any of the three types of portfolio entries is within **0.75 and 1.25**, this signifies that your performance has characteristics of the **Level 1** performance. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, you submitted **little or no** evidence overall of having done so.

You may wish to evaluate the following evidence to identify which of the entry areas you can strengthen. Use the table below in conjunction with the entry instructions and the Standards to help you focus on improving your performance.

<p><b>Student Work–based</b></p> 	<p><b>You will need to provide clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you modified your instructional strategies to meet the needs of the students (as demonstrated through the student work samples, taken with your Written Commentary).</li> <li>you gave the students meaningful feedback.</li> <li>you were able to analyze the work of these students as individual learners.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.</li> </ul>
<p><b>Video-based</b></p> 	<p><b>You will need to provide clear evidence to demonstrate that:</b></p> <ul style="list-style-type: none"> <li>the teaching and learning featured in this entry were related to a worthwhile instructional goal.</li> <li>you have created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, taken with your Written Commentary).</li> <li>you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching.</li> <li>you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction.</li> <li>you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.</li> </ul>
<p><b>Documented Accomplishments</b></p> 	<p><b>You will need to provide clear evidence to:</b></p> <ul style="list-style-type: none"> <li>describe the nature of each activity or accomplishment accurately.</li> <li>describe the significance of each activity or accomplishment.</li> <li>show the impact of each activity or accomplishment on student learning.</li> </ul> <p><b>Questions to Consider</b></p> <ul style="list-style-type: none"> <li>Have you engaged in other activities or accomplishments that might have better fulfilled the requirements of the entry?</li> <li>How well does your Reflective Summary explain the significance of your evidence and convey to the assessor the importance of your work in this area?</li> </ul>

### Evaluating Your Assessment Center Exercise Performance

After you complete your six assessment center exercises and leave the assessment center, take a few minutes to write some notes about your responses. Record as much information as you can recall about the content, focus, and organization of your work for your personal records (remember that you signed an ethics clause not to disclose any information to other candidates or share your information electronically). This documentation may help you interpret your scores. You can then evaluate your scores as follows:

- Read the scoring rubrics in **Part 2** of the *Scoring Guide for Candidates*, paying close attention to the information corresponding to your scores.
- Review the description of each assessment center exercise in *Assessment at a Glance*, available online at [www.nbpts.org](http://www.nbpts.org).
- Read the rubric for each exercise's Level 3 performance, which underscores the qualities needed to meet the performance standard. For each of the descriptive statements, consider what evidence would have demonstrated that you met the Standards for the exercise.
- Review the content of the exercise.

Evaluate your performance on the assessment center exercises using the following questions provided as a guide:

- Did you consult the "Hands-On Testing Experience," available at [www.pearsonvue.com/NBPTS](http://www.pearsonvue.com/NBPTS), to familiarize yourself with the assessment center exercises?
- Did you consult other resources relevant to the content area assessed by the exercises?
- Did you study the Standards in your certificate area before attending the assessment center?
- Did you analyze your strengths and weaknesses in relation to the Standards?
- How did you prioritize your time while taking the assessment center exercises?
- Were you able to make solid connections in your responses to the Standards described in the rubric?
- If you were asked to review student work samples as part of an exercise, how well were you able to comment on the characteristics of those work samples?
- If you were asked to design instruction as part of an exercise, how well were you able to plan and articulate appropriate instruction or intervention for the stated teaching and learning or counseling goal(s)?
- If you were asked to review a scenario as part of an exercise, how well were you able to comment on the issues, challenges, or student needs presented in those scenarios?



## Moving Forward with Your Scores

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### Identifying Your Strengths and Weaknesses

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After reviewing your scores, identify those portfolio entries and assessment center exercises on which you attained your highest scores. Do these scores reflect a level of performance with which you are comfortable, or would you like to strengthen your performance? If you are satisfied, identify the strongest elements of your work. Consider how you can facilitate the continued evolution of your teaching.

- What can you do to ensure that your teaching and learning activities positively affect student learning?
- How can you further engage students' families and the community in these teaching and learning activities?
- How can you share your professional expertise with colleagues?

You should also identify those entries and exercises on which you attained your lowest scores. If you would like to improve your work, consider taking the following steps:

- Consult other teachers and solicit feedback about your performance.
- Take additional coursework or workshops if you had problems with particular content areas.
- Prepare to retake entries or exercises to raise your scores.

It is important to reflect on your experience with the National Board Certification process. Consider all you have learned and the ways in which you have advanced your teaching and your students' learning.

### Next Steps

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As you move forward in your career, please stay engaged with the National Board. It is important that you update your contact information as needed on *My Profile* at the National Board Web site. NBPTS will keep you updated with developments affecting NBCTs. If you have not yet achieved National Board Certification, we encourage you to continue with your commitment to this multiyear professional certification process.

If you have achieved National Board Certification, consider serving as a mentor to candidates or as an assessor. Also, you can start your renewal journey today. For specific information about when and how to renew your certification, consult *Renewal at a Glance* and the *Profile of Professional Growth (PPG)*, available online at [www.nbpts.org](http://www.nbpts.org).

## Retake Considerations

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### What Happens to Your Scores?

NBPTS will automatically bank your portfolio entry and assessment center exercise scores if you do not achieve National Board Certification during your initial attempt.

Please be aware of the following rules and information:

- Scores are banked for 24 consecutive months following the date of initial score notification.
- During this retake eligibility period, you may elect to retake any combination of those portfolio entries and/or assessment center exercises for which you received a score of less than 2.75.
- You may elect the retake option two times during the retake eligibility period.
- Portfolio entries and assessment center exercises submitted in accordance with the National Board's retake guidelines and by the appointed deadline will be scored during the next regularly scheduled scoring cycle.
- Scoring cycles typically run from June 1 to August 31 of each year.

For information on retake fees, please consult the *Guide to National Board Certification*, or visit the retake section of the NBPTS Web site ([www.nbpts.org](http://www.nbpts.org)).

### Selecting Your Retake Entries and/or Exercises

There are two major questions to consider when selecting the appropriate entries and exercises to retake:

- How likely is it that your score on a given entry or exercise will improve?
- How much will any individual improved score(s) affect your Total Weighted Scaled Score?

Note that when you retake a portfolio entry or assessment center exercise, the score on the retake version *always* replaces your original score, even if your original score was higher.

The National Board has resources available to help you as you evaluate your score profile and choose which entries and/or exercises to retake. To determine which entries and/or exercises to retake, consider the steps described on the following pages.

- Determine how many points you need to increase your Total Weighted Scaled Score to the performance standard of 275.
- Determine which of your entries/exercises are eligible for retake (score must be 2.74 or lower).
- Estimate your possible score increase for each eligible entry/exercise.  
Use the National Board's online retake calculator to measure the impact of possible new scores (for more information, refer to the online retake calculator information on the following pages).
- Assess your strengths and weaknesses relative to each eligible entry/exercise.
- Solicit feedback on your portfolio entries.
- Reflect on other personal factors that may affect your choice about which entries/exercises to retake.

Please note that the following section is based on the sample candidate score profile presented in "[Understanding Your Score Report](#)" on page 8 and outlines a possible retake scenario. As you can see, this candidate attained a Total Weighted Scaled Score of 268, seven points below the performance standard of 275. As you review this candidate's score profile, you should also refer to your own, which lists your scores by entry and exercise title. For information on how to review your own score profile, see "[Accessing Your Score Report](#)" on page 7.

**Step 1: Determine how many points you need in order to increase your Total Weighted Scaled Score to the performance standard of 275.**

*Example:* In this candidate's case,  $275 - 268 = 7$ .

This candidate would need to increase the Total Weighted Scaled Score by seven points or more in order to achieve National Board Certification. This candidate will benefit from banking most of the scores received and retaking one or two entries or exercises.

**Step 2: Determine which individual entries and/or exercises you are eligible to retake. Identify the raw exercise scores you received on those entries and/or exercises.**

*Example:* This candidate is eligible to retake the following entries and exercises, each of which received a score *below* 2.75:

- portfolio entry 2 (Instrumental Analysis: Whole Class Mathematical Discourse): **2.375**
- portfolio entry 3 (Instrumental Analysis: Small Group Mathematical Collaboration): **2.625**
- portfolio entry 4 (Documented Accomplishments: Contributions to Student Learning): **2.500**
- assessment center exercise 3 (Data Analysis I): **2.375**
- assessment center exercise 4 (Geometry I): **1.375**
- assessment center exercise 5 (Number and Operation Sense I): **1.750**

**Step 3: Estimate your possible score increase for each eligible portfolio entry and/or assessment center exercise.**

You can determine a *reasonable* score increase only after careful consideration of your original performance and a realistic assessment of how much you can improve the qualities of evidence to meet the Standards measured by the entries or exercises. (Note: This must be done within your retake eligibility window.)

*Example:* Using the National Board's online retake calculator, the candidate decides to measure the impact of an increased score on assessment center exercise 4 (Geometry I) below.

### Retake Calculator

Entry or Exercise Name	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES x W)
Dev and Assess Math Think and Reason	<input type="text" value="3.000"/>	16.000	48.00
Instr Analysis: Whole Class Math Discourse	<input type="text" value="* 2.375"/>	16.000	38.00
Instr Analysis: Small Group Math Collab	<input type="text" value="* 2.625"/>	16.000	42.00
Doc Accom: Contrib to Student Learning	<input type="text" value="* 2.500"/>	12.000	30.00
Algebra and Functions I	<input type="text" value="2.750"/>	6.670	18.34
Connections I	<input type="text" value="2.750"/>	6.670	18.34
Data Analysis I	<input type="text" value="2.750"/>	6.670	18.34
<b>Geometry I</b>	<input type="text" value="2.750"/>	6.670	<b>18.34</b>
Number and Operation Sense I	<input type="text" value="* 1.750"/>	6.670	11.67
Technology and Manipulatives I	<input type="text" value="3.375"/>	6.670	22.51
<b>Sum of Scaled Scores</b>			<b>265</b>
<b>Uniform Constant</b>			<b>12</b>
<b>TOTAL WEIGHTED SCALED SCORE</b>			<b>277</b>

The candidate estimates an expected new Raw Exercise Score of 2.750.

The new Weighted Scaled Score.

The new Total Weighted Scaled Score would surpass the 275 performance standard.

Calculate Reset Cancel

- This exercise currently has a **raw exercise score** of 1.375. The candidate estimates a **reasonable score increase** of 1.375, which will raise the raw exercise score to 2.750.
- If the candidate achieves this increase, the **weighted scaled score** will rise from 9.17 to 18.34. This is an increase of approximately nine points (recall from **Step 1** that the candidate needed seven additional points to meet the performance standard).
- This increase will result in a **Total Weighted Scaled Score** of 277, which exceeds the performance standard of 275.

In this example, the candidate may want to consider retaking an *additional* entry or exercise to maximize the potential for meeting or surpassing the performance standard.

You may use the National Board's online retake calculator to compute the scores you will need to achieve National Board Certification. The calculator is located at [www.nbpts.org](http://www.nbpts.org) in the retake application and with the score report. This hands-on tool helps you to develop your own strategy for retaking portfolio entries and assessment center exercises.

You are encouraged to test out various scenarios using the online retake calculator. Insert new numbers in the raw exercise score column and hit "Calculate" to see the effect on the Total Weighted Scaled Score. Hit "Reset" to test new numbers. Make your calculations using only estimates of reasonable score increases.

Candidates who prefer calculating on paper may access a copy of the [retake worksheet](#), which is also available at [www.nbpts.org](http://www.nbpts.org).

#### **Step 4: Assess your personal strengths and weaknesses relative to each of the entries and/or exercises you are eligible to retake.**

Identifying your personal strengths and weaknesses will allow you to make informed choices about the retake process. When engaging in a self-evaluation, consider the following questions:

- Do you feel more comfortable responding to portfolio entries (where you know the prompts in advance) or assessment center exercises (where you do not know the prompts in advance)?
- Do you get anxious during timed assessments?
- Do you enjoy the challenge presented by the traditional essay test?
- Do you feel confident about your content knowledge?
- When comparing your portfolio responses to the rubric for the entry, are you clear about why your score is not higher? If you readily recognize what was missing from a particular response, this entry may be a good retake choice. However, if your score was very low and you have no clear idea of why it was low, this entry is probably not a good retake choice.
- Do you have strategies for improving your level of performance on portfolio entries based on your understanding and evaluation of the rubrics?

**Step 5: Solicit feedback from colleagues on your portfolio entries.**

You may want to have a mentor, fellow candidate, or National Board Certified Teacher provide constructive criticism on your portfolio entries and assist you in determining which entry or entries to retake. Ask this person to review your response along with the *Evaluation of Evidence Guide* (available at [www.nbpts.org](http://www.nbpts.org)) for the entry.

The information presented in this *Scoring Guide* is intended to help you gain insight into your performance. National Board assessors, particularly National Board Certified Teachers, may be willing to provide supportive, constructive feedback on portfolio entries before candidates submit those portfolios for scoring. However, you should not rely on the opinions of support providers, professional colleagues, or others who may have served as assessors. When reviewing candidate performances outside of formal scoring sessions, assessors are not permitted to predict what scores those performances might receive after they are submitted to the National Board.

**Step 6: Consider other personal factors when choosing which of the entries or exercises to retake.**

- *Are you still teaching in the same certificate area?*  
If your teaching assignment has changed, you will need to borrow a class that falls within the age range for the certificate. Under those circumstances it may be more feasible for you to retake an assessment center exercise.
- *How difficult will it be for you to complete the assessment process again if you delay applying to retake by a year?*  
Remember that you have two years from the date on your first score report in which to retake exercises, but there are only two retake opportunities available to you. If you delay retaking during your first retake year, you will have only one remaining retake opportunity.
- *Are your professional and personal obligations likely to increase, decrease, or remain the same across the retake eligibility period?*  
Use a weekly or monthly calendar that divides the days into hours and use different colors to distinguish between required and optional activities. Schedule sufficient time for personal activities, household tasks, sleep, exercise, and relaxation. Be sure to block off time for activities such as preparing report cards and attending school meetings. Developing a good grasp of your time commitments will help you determine if you will have enough time to work on retake entries or exercises.
- *Should you retake more than one exercise in a single year?*  
The more entries and exercises you apply to retake, the less time you will have to prepare for each one. If this is your first retake opportunity and your personal obligations are going to be especially heavy during the current school year, it might be better to wait until the following year to apply to retake one or more exercises. Another factor to consider is the cost. If you apply and pay the fee for several retakes but have time to complete only one retake during the cycle in which you apply, you will forfeit the fee for the noncompleted retakes.

## Preparing Your Retake Submissions

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### Retaking Portfolio Entries

Keep in mind the following information:

- *You will receive new retake entry instructions for preparing and returning the portfolio entry to NBPTS.* Retake portfolio entries must be submitted with a postmark date no later than **April 15** of the current assessment year.
- *The work contained in a retake classroom-based entry must be completely new.* You may not submit identical or amended versions of your original Written Commentary, student work samples, video recordings, and so forth. If you do not adhere to these guidelines, you will not receive a score.
- *You may use the same lesson or assignment you originally submitted.* However, if you do so, you should carefully consider whether this lesson or assignment allows you to provide evidence that meets the performance standards for this entry. You also need to consider whether using the same lesson or assignment will permit you to develop the required new and original analyses and reflections on your teaching practice.
- *For the Documented Accomplishments entry, you may include documentation that you have previously submitted (e.g., letters of verification) **only** for those areas of accomplishment that allow you to submit evidence from the last five years. Documentation of your work with students' families and their community requires evidence from the **current** year, and the descriptions and Reflective Summary **must be new**.* You are strongly urged to reevaluate the substance and significance of the activities and accomplishments you submitted and select those that provide clear evidence of your ability to improve teaching and learning.

### Retaking Assessment Center Exercises

If you wish to retake an assessment center exercise, you must do so within your authorized testing window. Although the structure of the exercise that you retake will be the same, you will receive a different prompt than the prompt you were originally given.

### Fees and Deadlines

For information on retake fees and deadlines, please visit the National Board Web site at **[www.nbpts.org](http://www.nbpts.org)** and refer to the Information for Retake Candidates flyer or the *Guide to National Board Certification*.

## Filing an Appeal

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Before releasing score reports to candidates, the National Board carefully reviews the assessment materials, the scoring system, and the appropriate performance standard used during the scoring process to ensure that all scoring decisions are valid, reliable, and accurate. If you determine there is good cause to believe that your score is inaccurate, you may appeal a scoring and/or certification decision. Because the cost of filing an appeal is significant, it is important to disclose that most candidates who file an appeal do not establish good cause.

Candidates thinking of filing an appeal (and who wish to request a reconsideration of the appeal) should first consider the information below. For the National Board's complete legal policy on appeals, please consult "[Policy on Reconsideration of Certification or Scoring Decisions](#)," available online at [www.nbpts.org](http://www.nbpts.org).

### Using the Score Verification Service

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal without first making use of this service could have verified the accuracy of their results at a lower cost through score verification. NBPTS strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest. (Please note that score-verification does *not* involve rescoring a candidate's response.)

### Filing an Appeal and Applying to Retake

NBPTS requires a minimum of three months to investigate and resolve an appeal. You will not learn of an appeal's outcome before the January 31 retake application deadline. If you choose to file an appeal and are eligible to retake, you are encouraged to simultaneously submit a retake application so as not to lose a year of retake eligibility.

### Establishing Good Cause

The option to appeal a score or certification decision is complex. Under NBPTS policy, an appeal cannot be successful unless a candidate establishes good cause for reconsideration under the specific standards established by the National Board. The National Board's procedure for determining whether to reconsider score or certification decisions and what actions, if any, to take is based on a finding by the president of NBPTS about whether the request is supported by good cause. If the candidate does not request further review of his or her request for reconsideration, the findings and recommendations of the president will constitute the final judgment of NBPTS.

Filing an appeal requires payment of a \$500 fee (by check only), plus written documentation and supporting evidence from the candidate to justify the appeal.

To establish good cause, the candidate must identify some particular circumstance or condition that makes the certification decision fundamentally unfair.



The reasons presented below do **not** establish good cause for reconsideration:

- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with either the certification decision and/or one or more entry/exercise score(s). For example, it is not considered good cause if the candidate does not believe the score is accurate and/or that assessors overlooked or did not properly weigh evidence provided in a response.
- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with or seek an exemption from the performance standard of 275, or do not agree with some component of the procedures by which weighted scaled scores are derived, such as the weights ascribed to exercises, the computation of the Total Weighted Scaled Score, or the scale. For example, a candidate cannot establish good cause by challenging the Standards, the portfolio instructions, or scoring processes.
- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate failed to understand or follow NBPTS policy and procedures, failed to understand or follow instructions published in the assessment materials, failed to submit required materials or documents, or failed to perform in a manner that would have best presented the candidate's qualifications for certification. Please note that this includes, but is not limited to, the failure to report assessment center problems within seven days of a testing session. Candidates will not establish good cause by citing assessment center problems that were not previously reported in accordance with the procedures outlined in the *Assessment Center Policy and Guidelines*, available at [www.nbpts.org](http://www.nbpts.org).

The above rules hold true regardless of how close a candidate comes to achieving certification. They also hold true regardless of personal circumstances endured while seeking certification. Furthermore, there are no circumstances under which a mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional "points."

### Procedure and Timeline

Candidates who wish to submit a letter of appeal must follow the instructions below:

- Send a letter with the filing fee of \$500 (personal check, institutional check, or money order payable to NBPTS) to:  
**National Board for Professional Teaching Standards**  
**Attention: Certification Appeals**  
**1525 Wilson Blvd., Suite 500**  
**Arlington, VA 22209**
- Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to a show of "good cause." Keep in mind that NBPTS will not return any materials or release the name of any assessor.
- NBPTS receives appeals *only once a year* for a period not to exceed 60 days following the release of scores. During that period, a candidate can appeal only a score or certification decision that was rendered during that specific score release. NBPTS will not consider appeals filed for scores or certification decisions rendered during previous score releases. If a candidate has not filed an appeal by the appeal deadline, scores are considered final and are no longer subject to appeal.

## Appendix: Links to Resources

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The list below provides links to all documents and resources referenced within both **Part 1** and **Part 2** of the *Scoring Guide for Candidates*. Consult this list to gather all of the necessary information you need on your journey to National Board Certification®.

### Assessment at a Glance

[http://www.nbpts.org/for\\_candidates/certificate\\_areas1](http://www.nbpts.org/for_candidates/certificate_areas1)

This document is an overview of the portfolio entries, the assessment center exercises, and the Standards in each certificate area.

### Assessment Center Policy and Guidelines

[www.nbpts.org/for\\_candidates/assessment\\_center](http://www.nbpts.org/for_candidates/assessment_center)

This document presents information on procedures and policies related to the assessment center exercises.

### Evaluation of Evidence Guides

[www.nbpts.org/for\\_candidates/scoring](http://www.nbpts.org/for_candidates/scoring)

These certificate-specific guides provide a framework for assessors to use when scoring portfolio entries. You may wish to use these guides as a reference tool when developing your entries.

### Five Core Propositions

[www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio)

The Five Core Propositions define the National Board's vision for accomplished teaching. They serve as the foundation for the Standards governing each certificate area.

### Guide to National Board Certification

[http://www.nbpts.org/become\\_a\\_candidate/eligibility\\_policies](http://www.nbpts.org/become_a_candidate/eligibility_policies)

This overview of the certification process includes information on retake fees, deadlines, and certificate-renewal.

### Hands-On Testing Experience

[www.pearsonvue.com/NBPTS](http://www.pearsonvue.com/NBPTS)

This online tool contains representative assessment center exercise content and navigation functions designed to help you prepare for the assessment center experience.

### National Board Registration & Information Center (NBRC)

[www.nbpts.org/for\\_candidates/my\\_profile](http://www.nbpts.org/for_candidates/my_profile)

Official score reports are available only through this password-protected service.

**Online Retake Calculator**

[www.nbpts.org/for\\_candidates/retake\\_candidates](http://www.nbpts.org/for_candidates/retake_candidates) (retake application) and  
[www.nbpts.org/for\\_candidates/my\\_profile](http://www.nbpts.org/for_candidates/my_profile) (official score report)

The online retake calculator allows you to measure the impact of improved raw exercise scores on your Total Weighted Scaled Score.

**Portfolio Instructions**

[www.nbpts.org/for\\_candidates/the\\_portfolio#download](http://www.nbpts.org/for_candidates/the_portfolio#download)

The certificate-specific Portfolio Instructions documents provide pertinent information on how to prepare, develop, and submit the four portfolio entries.

**Standards**

[www.nbpts.org/the\\_standards/standards\\_by\\_cert](http://www.nbpts.org/the_standards/standards_by_cert)

Serving as the foundation of the National Board's scoring process, the Standards reflect a professional consensus on the essential aspects of accomplished practice in each certificate area.

Produced for the



by

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